

The University of Edinburgh

Internal Periodic Review
Year on response report

TPR of: Classics

Date of review: 14 & 15 November 2018

Date of 14 week response: 24 May 2019

Date of year on response: 14 February 2020

The School/Subject Area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action. If any recommendation has been fully addressed please record the action taken and date completed. Any barriers to progress should be highlighted on this report.

Recommendation no	Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1.	The Review Team recommends that the subject area appoint a dedicated Widening Participation Director (or equivalent) from the current departmental staff who can lead the work of a Widening Participation and Outreach Committee. This individual should ensure that initiatives are developed in partnership with the School and the College, in line with the University's Widening Participation Strategy.		The subject area, as noted in the 14-week response, now has a dedicated outreach committee part of whose remit is widening participation, and there is a member of staff attached to that role. The Head of Classics is leading a funded project about feelings of belonging in HCA as part of the University's Widening Participation Strategy, that will produce a report with recommendations by the end of the academic year 2019-20	08/2020
2.	The Review Team recommends that the subject area create a role for a dedicated Classics staff member to act as an Equality and Diversity Officer with a view to monitoring and enhancing the department's profile for diversity in admissions and for finding new ways of embedding equality and diversity throughout the curriculum.	Completed	The same system as noted in the 14-week response still pertains: i.e. at the moment the practice is to have a School Equality and Diversity Director (previously a Classicist) with a Classics representative on the School E&D committee. Changes to the current system (i.e. to create Departmental E&D officers) would have to be decided at School level.	09/2019
3.	The Review Team recommends that the Curriculum Officer review the process of course allocation at Honours level and moves away from the lottery system. The new system should be operated by professional services staff and made as transparent as possible to students and staff.	Completed	Taking lots to decide Honours course allocation has always been a last resort, and the Curriculum Officer has written a document which contains careful explanation of a number of steps are taken to allocate students fairly and consistently before the need of a lottery in a small minority of cases. Allocation will be administered once again by the Lead Teaching Organisation Administrator, with academic oversight and communication by Curriculum Officer and consultation of the Head of Department in case of queries.	05/2019

4.	The Review Team recommends that the subject area ensure that transferable skills be embedded in all Classics programmes, in a consistent way, by being delivered within compulsory core courses. These transferable graduate skills should link visibly to the pathways on offer and future avenues for employment.		The Classics Teaching Committee and then the whole Subject Area at a dedicated Away Day met to discuss how best to embed transferable skills. A number of important transferable skills for programmes were agreed upon and will be written into course descriptions both on EUCLID and in course handbooks, and where applicable in course proposals. Oversight and consistency will be ensured by the Classics Teaching Committee. The process has been completed. However, the issue of Graduate Attributes and Transferable Skills is now being looked at a wider level and we have been asked to hold off on implementing these for the time-being. Classics students and staff took part in an Employability project during 2019-20 which carries recommendations about embedding aspects of employability into all HCA teaching.	09/2020
5.	The Review Team recommends that the School Co-ordinator of Adjustments and the Head of Subject Area remind all staff that lecture slides should be provided to all students through LEARN at least 24 hours in advance of each class.	Completed	This has been carried out.	05/2019
6.	The Review Team recommends that the plans to introduce a new subject-area lead administrator be progressed as a way of strengthening subject-area identity and aiding staff professional development. This role should include direct student interaction within SSLC meetings and involvement with teaching planning.	Completed	The role was approved this academic session (2019-20) and the person is in post.	05/2019
7.	The Review Team recommends that the profile of the Student Support Team be raised amongst first- and second-year students in the Classics Subject Area and that its role is clearly defined.	Completed–to be reviewed in 2020	Recommendation noted. The School has gone to considerable lengths to raise the profile of the Student Support Team among students and the Head of Classics will continue to liaise closely with the School DoPS and UG Director of Teaching to ensure students in the Classics Department are fully aware of the team's role.	
8.	The Review Team recommends that the private meeting space identified by the School be furnished and made available to the Student Support Team as soon as possible.	Completed	The School has carried out this action.	05/2019
9.	The Review Team recommends that the School work in partnership with the Dean of Students to identify ways of enhancing the operation of the Personal Tutor System, including reviewing the support for staff dealing with rising cases of mental health among students.	During 2019/20 academic Session	The University-wide Review of Personal Tutoring and Student Support has now been completed. At the end of semester one, the project team developed a series of proposed models in consultation with colleagues from across the University, including from within the School of	

			History, Classics and Archaeology. The proposed model of support, which reflects the ongoing discussions about challenges with our existing student support structures, including the issue identified in the review relating to rising cases of mental health, has been considered by the Senate Education Committee and the Student Administration Board of the Service Excellence Programme. Every School will have an enhanced Professional Services Student Experience team (which will be part of the broader Student Administration and Support function), which will include roles focussed on course and programme advice and guidance, wellbeing and learning and teaching administration. Students will have a named advisor within the team. This implies a significant shift of work from the current PT role and into properly trained and resourced professional services teams. This model will shortly be considered by the University Executive and, if approved, will be implemented in time for September 2021.	
10.	The Review Team recommends that the Dean of Students and the Assistant Principal Academic Support further explore the link between promotion and teaching and administrative duties across the University, potentially as part of the University-wide review of the Personal Tutor System.	During 2019/20 academic Session	The Assistant Principal is continuing the review of academic career paths which is actively consider the issues identified during the review. The link between evaluation of teaching and module evaluation will be considered as part of a review of Course Enhancement Questionnaires (CEQs), which will run through semester two. The Institute for Academic Development is also looking at ways of capturing data on teaching qualifications through annual quality reports from September 2020.	
11.	The Review Team recommends that the School change the practice of re-assigning Study Abroad students to the International Officer to act as Personal Tutor. This will ensure that students undertaking a year abroad keep their original Personal Tutor in addition to the extra support provided through the International Officer.	Completed	The School never had this practice. The Classics Department on two previous occasions adopted this practice as a temporary solution but it is no longer its policy.	05/2019
12.	The Review Team recommends that the subject area find ways of promoting the PGCAP and Edinburgh Teaching Award opportunities to all Postgraduate Tutors at the earliest possible stage in their careers and systematically builds a schedule of further professional development opportunities into a reflective mandatory annual teaching review.	Session 2020-21	It is possible for graduate tutors to take the PGCap, but it is not usually done because of the amount of time it takes (most graduate tutors are only going to be doing 300-400 hours of teaching and marking in their careers); the IAD normally point them towards a less time-consuming range of courses to enhance their teaching practice. Oversight by supervisors	

			and mentors ensures a careful schedule of professional development. The School is introducing a local iteration of the Edinburgh Teaching Award.	
	Please report on steps taken to feedback to students on the outcomes of the review	The Classics department's Student Staff Liaison Committee shared the report and recommendations, and the 14-week set of responses, with the students in advance of the meeting in semester 1 of academic session 2019-20. Any points raised by the students were discussed by the Classics teaching committee/ departmental meeting and fed back to the students at the following SSLC.		
For Year on response only	Any examples of a positive change as a result of the review	The subject area now has a clearly defined set of employability and transferable skills criteria within the entire curriculum for the Classics Subject Area. The outreach and WP facets of the Classics Subject Area have been revitalised and given an enhanced importance.		